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Educational Writings

I. COMMENT ON CURRENT EDUCATIONAL PUBLICATIONS

THE GARY SCHOOL SURVEY

In the winter and spring of 1916 a survey staff of six members made an examination of the public schools of Gary, Indiana, under the direction of two representatives of the General Education Board, Mr. Flexner and Mr. Bachman. The first four of eight reports which describe the results of the survey have just been published. The *General Account*¹ by Flexner and Bachman was published first. It has been followed during the past month by reports of four associates on problems of *Organization and Administration*, *Costs*², *Industrial Work*⁴, and *Household Arts*⁵. The first four are discussed herewith. The fifth is received just as we go to press and will be reviewed later with the subsequent volumes which are planned for early publication. These other volumes are *Physical Training and Play*⁶, *Science Teaching*⁷, and *The Measurement of Classroom Products*⁸.

The Gary survey is unique among examinations of city school systems because of the interest which the general school public has in it. The innovations in school practice and administration of educational aims and methods which have been stated in Gary have been the center of debate and controversy for several years. For this reason school people generally expect a survey of the Gary schools to give very definite answers to several questions. Two types of fact are wanted: (1) A clear statement concerning what educational practices are unique in the Gary scheme. What is the Gary plan? Does it primarily effect the course of study? the classification and promotion of pupils? the type of school building? or is it a new method of using the

¹ *The Gary Schools: A general Account.* By ABRAHAM FLEXNER and FRANK P. BACHMAN. General Education Board, New York, 1918. Pp. vi+265. \$0.25.

² *Organization and Administration.* By GEORGE D. STRAYER and FRANK P. BACHMAN. Pp. xix+126. \$0.15.

³ *Costs, School Year 1915-16.* By FRANK P. BACHMAN and RALPH BOWMAN. Pp. xix+86. \$0.25.

⁴ *Industrial Work.* By CHARLES R. RICHARDS. Pp. xix+204. \$0.25

⁵ *Household Arts.* By EVA W. WHITE. \$0.10.

⁶ *Physical Training and Play.* By LEE F. HAMMER. \$0.10.

⁷ *Science Teaching.* By OTIS W. CALDWELL. \$0.10.

⁸ *Measurement of Classroom Products.* By STUART A. COURTIS. \$0.30.

plant? or a scheme of departmentalization of school studies and program throughout the entire school? How are these features administered in Gary? Thus, the first interest on the part of the general public is in an objective and complete *description* of the Gary plan. (2) There is needed in the second place a thorough *evaluation* of these practices. The statements should not only be descriptive of what is done but should also include a comparative weighing of various practices. That the survey staff recognized this as one of its important tasks is indicated by the following quotation:

Such is the Gary plan in conception. What about the execution? Is it realized at Gary? Does it work? What is involved as respects space, investment, etc., when ordinary classrooms are replaced by shops, playgrounds, and laboratories? Can a given equipment in the way of auditorium, shops, etc., handle precisely the same number of children accommodated in the classrooms without doing violence to their educational needs on the one hand, and without waste through temporary disuse of the special facilities, on the other? To what extent has Gary modified or reorganized on modern lines the treatment of the common classroom subjects? How efficient is instruction in the usual academic studies as well as in the newer or so-called modern subjects and activities? Is the plan economical in the sense that equal educational advantages cannot be procured by any other scheme except at greater cost?

The survey report as a descriptive account.—The first of these functions—that of describing the Gary practice—is carried out very completely with respect to certain activities and very incompletely or not at all with respect to others. All features in the Gary scheme that are unique and striking are *described* in detail. Features that are “conventional” or “traditional” are passed by with but a few words. Illustrations of the latter are found in the meager references to various aspects of the high-school situation.

The printed reports present two very different kinds of material. Volumes referred to as numbers 2 to 8 inclusive, in the foregoing footnote, give a detailed description, with some evaluation, of several important phases of the activities of the school system. The “General Account” has been issued as a separate volume which summarizes these, and in addition gives some new material. The special features of the Gary plan—namely, the unique school program, class and time schedules, innovations in the use of school plant, the carrying on of the special subjects (science, industrial work and household arts), and the measurement of the results of instruction are presented in seven volumes, each of which treats separately one of these problems. In most respects the *General Account* sums up the essential comments of the investigators of special problems as given in their separate reports. In fact in many cases the authors of the summary volume follow carefully the language of the collaborating investigators.

In addition to the summaries of the other seven volumes which are given in the *General Account*, the authors include new material on the course of

study, the teaching staff, classroom instruction in the established subjects, auditorium and religious instruction, and problems of attendance and promotion. The chapter on the course of study describes in general running comment the content of the traditional subjects. It may be best characterized as "special pleading" for a course of study which emphasizes as does Gary's the special school activities. There is no evaluation or comparison of this practice with other kinds. The only adverse comment is found in statements which show that many teachers deviate considerably from the established time allotment. The chapter is descriptive merely.

Similarly the chapter on the teaching staff is a general account of the training, experience, compensation, etc., of teachers, the essential facts of which are summarized in tabular form in the appendix. Again there is very little judgment or evaluation expressed concerning the status of the teaching staff.

It is stated that the discussion of classroom instruction is based on observation of 228 recitations in the various grades and subjects. A very considerable amount of time was spent with individual teachers. However, no definite standards for evaluating teaching are reported. It was not reported that any administrative devices were used to aid in forming careful judgments of the classroom work or of actual results obtained under the conditions of innovation and experimentation which is going on at Gary. That the statements in the chapter are all thoroughly general can best be illustrated by the authors' own summing up—a statement which doubtless will adequately describe the classroom instruction in nearly every school system of the same size in the country. Brevity of space does not permit of a detailed quotation at this point. The reader is referred to the concluding statements on pages 86 and 87. A short quotation from page 105 on "classroom tests" will illustrate the lack of definite statements in evaluating the work of the Gary schools:

The results of testing the Gary schools do not invalidate the effort to socialize education, but it is evident that the Gary experiment has not yet successfully solved the problems involved in the socialization of education in so far as efficient instruction in the necessary common branches is concerned.

I. Analysis of School Costs.—The chapter on Costs in the *General Account* is a wholly inadequate presentation of the costs of the Gary schools. The writers content themselves with showing in this chapter that

costs vary within a single system according to the quality of the facilities provided, the greater or less completeness with which they are used, and the educational opportunities offered.

The six-page discussion is devoted merely to establishing a thoroughly accepted fact, namely, that

comparison of school costs is absolutely without significance unless the educational advantages for which expenditures were made are taken into consideration There is little to be gained from the exhibition of what may be called lump costs of analyzed costs.

To make clear the difficulties, illustrations are taken from the most obviously variable types of comparative costs; for example, costs for capital outlay and operation of school buildings.

This issue of costs is referred to in varying detail in three parts of the report: (1) presumably in full in Bachman and Bowman's special report on *Costs*, (2) in Strayer and Bachman's *Organization and Administration* under the caption *Comparative Costs*, (3) in a six-page chapter in Flexner and Bachman's *General Account*.

The detailed discussion of cost by Bachman and Bowman aims to present merely the current costs of the Gary schools for the year 1915-16. One task is thoroughly performed: current expenditures for one year only for various kinds of service in Gary are carefully determined and presented in this report. Brief statistical tables in the body of the report supplemented by very detailed basic tables make clear to the reader, who is trained in the manipulation of school financial statistics, the current cost of the system. The tables will be relatively unintelligible, however, to the general run of superintendents, at least to those not trained in technical accounting terminology. The costs are discussed in such a way as to give, first, a perspective of the current costs of the entire system. This is followed by a statement of the current cost of regular day schools, of the school shops, of capital outlay for grounds, buildings and equipment, of fixed charges and a brief discussion of possible future developments which the Gary Board of Education will meet in financing the system.

It seems clear that in this volume the writers have presented a rigorously accurate statement of school expenditures classified in accordance with technically correct accounting procedure. In reporting their facts they have departed radically, however, from the methods of classifying expenditures which are now most commonly accepted by school administrators and school accounting officers. Their tables are set up in such form, therefore, that superintendents who are classifying expenditures under the so-called "standard form" (which is now used by more than 600 city systems in the United States) will find it very difficult, if not impossible, to make any comparisons. Furthermore, the elaborate statistical tables in which they present the details of expenditures for various kinds of service in Gary are of such character as to be almost of no use to the rank and file of school administrative officers. As a contribution to the training of school administrators in the standardizing of their accounting practices and of their methods of studying school costs, the volume will be found distinctly wanting.

In presenting the current costs of the system the writers make very evident the difficulties which are met in properly apportioning expenditures to various functions and services, and in accurately determining unit costs in a complicated school situation like that in Gary. They decline, however, to discuss the issue of comparative costs although it is one of the most important points of issue which arise in connection with any conspicuous educational innovation. A quotation from their report gives their attitude on the matter.

The present report is confined entirely to the description and discussion of Gary expenditures. Comparison with other cities is not attempted. To have assembled data strictly comparable with Gary would have involved an equally thoroughgoing financial study of other cities. Nevertheless, those wishing to institute comparisons between Gary and any other school system will find the required detail for the Gary schools in the tables of the appendix, and will only need to make a similar cost classification and distribution for the system to be compared.

Thus there is no attempt in their report to discuss the ability of the city to finance its schools, to determine in any comparative way the cost of those activities which may fairly be regarded as standardized from the standpoint of accounting procedure (for example, teaching costs). There is no evaluation of Gary's practice of bonding itself, in the first ten years of its school history, to the legal limit. There are no recommendations to help Gary, or other cities which find themselves in comparable situations, to decide on the best way to finance school buildings. The report states that new buildings will be needed to the extent of at least \$1,000,000 in the next ten years. (That it is not an unfair demand to make of a survey staff is shown by the reading of available literature on the subject of school bonds.) No definite conclusions are drawn in the discussion of the relative cost of industrial work in elementary schools. There is no analysis of the efficiency of business management, either in the large or in detail. The discussion of accounting methods is not accompanied by definite recommendations or suggestions for the improvement of the situation, either in Gary or in other cities. (That this could be done in a manner helpful to such cities is illustrated, for example, by the report of the Harrisburg survey issued by the New York Bureau of Municipal Research.) Thus the report on school costs is merely *descriptive not evaluative* in any sense of the word.

In the report on *Organization and Administration* the authors discuss the answer to the important question, "What does it cost?" in terms of service rendered rather than in terms of financial expenditure. The same general attitude is assumed here as in the report on *Costs*, toward the proposal to make a comparative analysis. However, their chapter does present some material. Evidence of a general sort is submitted and various helpful summary statements are made comparing the cost of administering the Gary

program with that of administering the conventional elementary-school program. This discussion refers especially to comparative costs of the plant and to comparative costs of instruction. By collecting the judgments of several prominent school architects, they conclude that

on the whole special facilities such as those in question (referring to gymnasium, auditorium, special rooms for handwork, cooking, and manual training) can be provided at approximately the same initial cost as an equivalent capacity in standard classrooms.

They come to such conclusions as the following:

Hence other conditions and building standards being the same, plants of semi-modern schools always cost more than conventional plants of similar capacity and their relative expensiveness over conventional plants increases with the number of special facilities provided.

In contrast, all special facilities in schools like Emerson and Froebel, theoretically at least, contribute their part to class capacity. The plant of a semi-modern school is therefore also relatively more expensive than plants like Emerson and Froebel, and under given conditions might, although it probably never would, be as much as 50 per cent more expensive.

They refer likewise to the problem of the comparative cost of instruction. After a careful analysis of the factors which contribute to instructional costs in "modern" schools like those in Gary, they say

It appears that the instruction cost for teachers' salaries in schools like Emerson and Froebel will be as much as in conventional schools and may easily run six per cent higher..... The Gary scheme is not cheap in the sense that it offers more and costs less; it is only cheap in the sense that it offers much more and costs at most only a little more.

These statements are typical of the most intensive comparisons that are made with respect to the cost of the Gary as contrasted with conventional school practice.

2. *Organization and Administration.*—The report on organization and administration is really a discussion of the program of studies, the school plant and its use, departmentalization throughout the elementary grades, rotation of classes, diversity of class schedules and variation in the size of instruction groups. These make up one of the two unique features of the Gary situation—the other is found in the variety of types of work offered in the elementary grades. Four types are provided: (1) academic work including reading, writing, arithmetic, spelling, grammar, geography and history; (2) special work including handwork, drawing, science, cooking sewing, manual training, forge, foundry, print shop, etc.; (3) auditorium including singing, music on the phonograph, children's performances on musical instruments, moving pictures, dramatics, individual or class exercises, etc.; (4) physical exercises and play including gymnasium exercises and play in the play room and playgrounds or athletic fields.

In order to provide for these types of work, three of which are most commonly not found in conventional schools, radical changes are made in

the distribution of time allotments and in the administration of classes. The day is lengthened to seven hours.

In order that children may participate in a variety of special activities, courses in special work are from ten weeks to a half year in length and are taken in cycles.

The school day is so apportioned among the four types of elementary instruction that the academic branches receive approximately the conventional amount of attention, and unusual emphasis is given to science, the industrial and household arts, auditorium, and physical training and play.

Thus, without disturbing the time allowance of the conventional studies, but by increasing the number of special activities and by emphasizing their importance, Gary enlarges the field of elementary education and puts the elementary school in position to render a fuller service at once to the community and to the child.

It is the judgment of the survey staff that

the ideal of an enriched curriculum and enriched school life permeates the system throughout, for all schools, even those in the less favored districts, have some facilities, however meager, for nature study, gardening, household and industrial arts, physical education, recreation and play. It is also worthy of note that there is a close relation between the plant provided and the program of studies offered.

On the other hand, the surveyors think that the administrative devices which are characteristic of the Gary system are valuable but that they have been "pushed too far". For example,

that departmentalization has been somewhat overdone, that classes move too freely from room to room, that the program sequence of certain classes is more or less injudicious, and that instruction groups are now too small for economy, and now too large for effective teaching.

One of the most helpful parts of the report is the discussion of the way in which the plant is used in a system like that of Gary. The summarized conclusions may profitably be reproduced.

To summarize: The number of pupils a plant will accommodate under the new or departmental type of organization is determined by the requirements of the program followed and will vary with these requirements.

With a rich and varied program, the pupil capacity of a modern plant will be greater under the new type of organization than under the classroom type of organization, as it permits the maximum use of both regular and special teachers and of all facilities.

Special facilities cannot ordinarily be kept in use more than six hours a day whatever the type of organization, but the loss in a modern plant under the new type of organization, when the program is rich and varied, will never be as great as it would be under the old type of organization.

Conditions are most favorable under the new type of organization when the instruction day is six hours, when the grade groupings are on the six-three-three plan, and when plants are erected in view of the requirements of particular programs and for the accommodation of a given number of classes.

While a large plant offers the most favorable field of operation, the new type of organization may be employed within limits in a school of any size having more than one teacher.

The only remaining discussion in the report on *Organization and Administration* is that on supervision and administration. This is by far the most critical and thoroughgoing discussion of the whole report so far as it has

yet approved. It shows that the administration in the schools is not efficient. The problems which have to be met—program-making, corridor conduct, attendance, records, etc.—although difficult of solution, have been dealt with successfully by the modern high schools of the country for years. That they are not being successfully dealt with in Gary is evident. The Gary school principal has little to do with the educational side of his school. He is shown to be a routine administrative officer. He has little or no responsibility for the quality of teaching. At the same time

there is too little supervisory effort to organize the practices—many of them recent—for the achievement of the proposed aims of the Gary schools, too little close supervision to see whether the classroom work makes good the theories and aims adopted, and too little central endeavor to determine the quality of the pupils' performances. In a word, the general supervision is inadequate in amount and ineffective in its results.

What is said concerning the work of the principal and of the general supervisors can be duplicated for the supervisors of special subjects. These are really special teachers and exert little supervisory control over problems of teaching. Perhaps in no particular is the "demoralization" of the teaching situation (to quote the terms of the survey report) under conditions of lax supervisory and administrative control more evident than in those matters that have to do with making of programs for pupils, control of adherence to programs, deviations from them, etc.

3. *Industrial Work in Gary Schools.*—One of the aspects of elementary education in Gary which is commonly regarded as somewhat unique to that city is the emphasis upon industrial work. Professor Richards discusses in a very objective and thoroughgoing way the carrying on of this work. The report consists of a general outline of the shop work in the Gary schools and a detailed discussion of the results of testing in the three larger schools—the Emerson, Froebel, and Jefferson. Two types of test were given: (1) a practical or performance test, (2) a written test which is both informational and "reasoning" in character. The report brings out clearly two central features of industrial work in Gary: (1) all elementary children take part in some kind of handwork up to the age of 14. Above that the work is elective and few take it; (2) industrial work is on a "production" or maintenance basis. The instruction is given by skilled artisans and not by men primarily trained as teachers. The survey shows that the maintenance plan has both advantages and weaknesses. For the former we note that the pupils show

evident interest and enjoyment in their work. One gains a strong impression at Gary that the school is not a secondary thing in the boy's life, a thing to be escaped from as quickly possible, but that it is the big thing which commands by far the larger part of his energies and interests.

As for weaknesses Professor Richard says,

On the other hand, the work in many of the Gary shops is narrow as to scope and extremely empirical as to method. There is lacking throughout a blending of instruction with construction that would serve to widen out the concrete experiences into returns of larger meaning In consequence there is practically no class instruction, little explanation of the reasons for common operations, and extremely limited information even as to the mechanism of the shop tools the fact is that instruction in any full sense has not been a serious item in the business of the maintenance and repair department Apparently no attempt has ever been made to have the pupils take notes of the simplest kind. No tests of shop or industrial information have been made.

This typifies very well the survey's vigorous evaluation of industrial work in Gary.

A "Revision" of Educational Tests and Measurements.—Houghton Mifflin have published what appears on careful analysis to be a revision of Monroe, De Vos and Kelly's *Educational Tests and Measurements* under the new title *Measuring the Results of Teaching*, by W. S. Monroe. The former book was issued in 1917 and was reviewed in these columns. The comment indicated that the earlier text was a fairly adequate *summary* of the tests available at that time, and that it would be a good introduction to the measuring movement for teachers and administrative officers. *Measuring the Results of Teaching* has been offered as a new publication, not as a revision. The author's preface in the new book states that the aim of the new book is to serve as reading circle material for elementary-school teachers. No reference is made to the fact that at least half of the new publication is a verbatim reprint of the earlier one. Because of the outstanding interest among administrative officers in this new field, the exact content of this book should be pointed out.

That the book is largely a reprint of the earlier book is shown by an analysis of the chapters. Chapter I on Inaccuracy of School Marks reproduces almost verbatim the first chapter of *Educational Tests and Measurements*. The same is true, to even a greater degree, of the chapter on spelling. Of the 28 pages, more than 20 pages are reprinted word for word from chapter IV of the earlier text. Most of the paragraph headings are changed and the connecting or transition sentences have been improved. No new material is given to aid in the teaching of spelling and some of the earlier material is omitted. The chapter on language and grammar (Ch. IX) has in large part been taken bodily from Chapter VI of *Educational Tests and Measurements*. The order of presentation of the composition scales and tests is different and a few new pages have been added bringing the discussion somewhat more up to date. The details of the presentation are in the main exactly the same. A brief chapter on measuring ability in geography and history is included in the new text which was not in the old text. It gives a very short treatment

of two geography tests and one history test, and refers to several others in a bibliographic way. There is no critical material in the chapter and very little interpretation to aid the elementary-school teacher in judging the validity of these tests and of best methods of using the results obtained from them. The chapter on handwriting, written in the first book by J. C. DeVoss, is in part reprinted in the new book. Part of the chapter is new. At least half, however, is taken paragraph by paragraph from the former text.

The treatment of reading in Chapters II and III and of arithmetic in three chapters, IV, V, and VI, contains considerable new material. These are the two subjects on which Mr. Monroe has done most of his research work. Here the author does not attempt to discuss all or a majority of the available tests. He cites three in silent reading—his own, which is a relatively new one and one that has been used, criticized and evaluated much less than others which are available, Courtis's new silent-reading test, and one of Thorndike's. The "estimate of the value of reading tests" and "the service of reading tests" which appeared in the former book in the chapter written by F. J. Kelly has been enlarged and supplemented by very liberal quotations from recent learning studies in reading. A large body of material advising teachers how to correct defects in reading ability in children is summarized from these other studies.

In these chapters on reading and arithmetic, therefore, the writer, as he says in his preface, "has done little more than bring together the results of a number of workers in this field." Careful reading of this text together with the earlier one raises serious doubts as to the justification for the publication of this material in this form. There is definite need for reading circle books in this field. The book as a whole could easily be justified for republication if the content, style of presentation, etc., of the former book had been such as to warrant a rewriting, or if the new treatment had been a thorough-going improvement on the old one. Instances abound, however, in the new text in which diagrams, tables and terminology will be "over the heads" of the elementary school—especially the rural school teacher. The book contains almost no bibliography for the reader who wishes to go further in his study of educational measurement. The former book contained a good one—relatively complete. In the new book there is a valuable appendix which gives, in convenient tabular form, directions for ordering tests. The list, however, is only for those tests which are referred to in the text itself. This is a very incomplete list.

Because of the facts stated above, it is difficult to justify in its present form the republication of this material.

An important handbook on School Buildings in Dr. Engelhardt's¹ *A School Building Program for Cities* school superintendents will find the first complete and practical set of suggestions for organizing and carrying out a systematic school-building program. The available literature is limited practically to a half dozen school survey reports. Dr. Englehardt has himself been concerned with four of these. The technique which has been developed and the practical conclusions which have been arrived at in these reports are brought together in his book. They have been supplemented by many practical suggestions concerning the use of financial, building and social statistics and other facts which are reported by governmental agencies.

The author conceives that a building program consists essentially of the measurement of population, the measurement of the school plant, and the measurement of the ability of the community to pay for extensions to the school plant. The study of population problems includes an analysis of the total and school populations and their relation to housing needs, together with the validity and improvement of methods of conducting the school census and the systematic registration of children. In discussing the measurement of the school plant, Dr. Englehardt shows, in a very helpful and practical way, how building score cards and other devices for evaluating the excellencies and defects of school buildings can be of definite assistance to school executives. In this connection he makes available in handbook form the results of the use of such devices as secured in four city school surveys. Part III is devoted to financial considerations which are involved in providing additional school accommodations in a city system. The writer presents illustrative tables of wealth, indebtedness, and expenditures computed in terms of various units which will furnish boards of education and school superintendents definite means for comparison of their own situations with those of other cities exceeding in population 30,000.

Critical reading of this book will commend it heartily to school superintendents and to committees of boards of education who face the task of laying out a school-building program for their community.

*Supplementary Reading for the upper grades*².—In the organization of courses of study during the past two decades there is clear a definite tendency to include materials which are related closely to the experiences of children. Supplementary reading material which is now being published provides important illustrations of the extent to which this is being done. More

¹ N. L. ENGELHARDT, *Teachers College, Columbia University. Contributions to Education No. 96; 1918.* Pp. ix+130.

² By CHESTER M. SANFORD and GRACE A. OWEN. *Laurel Book Co., Chicago, 1918.* Pp. 203.

recently it is taking the direction of an emphasis upon developing ideals of Americanization. *Modern Americans*, as its title states, is a "biographical school reader for the upper grades" of the type just suggested. It is nearly unique in its field for it presents, as supplementary reading material for the higher elementary grades, short interesting accounts of the early life of 24 prominent American men and women. The list includes the following persons, all of whom are now living or have recently died: Woodrow Wilson, Thomas Edison, Alexander Bell, Roosevelt, Pershing, Taft, Luther Burbank, Clara Barton, George W. Goethals, James Whitcomb Riley, Helen Keller, Wilbur and Orville Wright, Robert E. Peary, Bryan, Henry Ford, Ben B. Lindsey, Frances E. Willard, Jane Addams, John Mitchell, Maude Ballington Booth, Carnegie, Anna Shaw, Ernest Seton-Thompson, John Wanamaker. The stories are very well written in language adapted to the interests and capacities of children from ten to fourteen years of age. The body of the material emphasizes the childhood or youth of the person discussed. The point of view of this and many like publications is rather well stated in the following quotation from their introduction.

"Tell us about real folks." This is the request that comes to us again and again from children in the upper grades. In response to this appeal, the authors, in preparing "*Modern Americans*", have attempted to give the pupils the worth-while things they like to read rather than the things adults think they ought to like.

Those who have taught reading very long agree that the old-time hero stories have always had a peculiar charm for pupils. But all the heroes did not live in olden times; they are with us today. Why, then, isn't it well to acquaint the children with present-day heroes? Young people in the upper grades are especially interested in the men and women who are actually doing things. They desire to study in school the persons they read about in the daily papers. Elihu Root recently said: "It seems sometimes as if our people were interested in nothing but personalities."

A Monograph reporting the Development of Education in the State of New York, 1777-1850.—There is available little or no summarized literature on the educational history of our country from the war of the Revolution to the middle of the 19th century. Our knowledge of this period is very incomplete. To fill the gaps a series of volumes is in preparation by members and students of the Department of Education of The University of Chicago under the supervision of Dr. M. W. Jernegan.

It is the purpose of these studies to analyze this (educational) legislation (of the various states) and make it intelligible, in chapters which will set forth the general factors that account for the legislation, its characteristic features, the relation of the state to administration, support, teachers, curriculum and other features of the public systems established,

¹ *Educational Legislation and Administration in the State of New York from 1777 to 1850*. By Elsie G. Hobson. No. 1 of Vol. III of *Supplementary Educational Monographs* published in conjunction with *The School Review* and the *Elementary School Journal*, November, 1918. Pp. 268. \$1.60. Paper. Distributed by the Department of Education, University of Chicago, Chicago, Illinois.

including elementary, secondary, and higher institutions. Other chapters, varying with individual states, will deal with special types of legislation involving such subjects as the development of city systems, the management of land grants for education, the relation of the state to special classes of public educational institutions, such as those for defective classes, and to private institutions as shown in the charters granted or acts establishing.

The first of these investigations is reported in a monograph which deals with educational legislation in New York. It is a detailed report of the conditions and influences under which New York first developed a system of schools and of the beginnings and growth of the dual system of control during the last quarter of the 18th century and the first half of the 19th. It gives those details of educational history which are necessary to form an adequate judgment of the specific influences which contributed to the larger developments of education during that time.

A new book on the making of textile fabrics.—The chief function of a new book by Miss Kissell¹ is to trace the mechanical improvements devised by peoples through the world to increase the production of textile fabrics. The emphasis is placed upon primitive rather than modern methods of manufacture. As an illustration of this, no attempt is made to explain the mechanical problems met in the complex, modern spinning and weaving machines other than by the use of well selected illustrations.

The material is arranged in outline form with about 40 pages of descriptive matter, to which cross reference is made in the outline. This form of organization makes it easy to compare each type of spinning or weaving with the simple or more complex forms, and increases the value of this book for reference.

Distinctly, the most valuable part of this book is the very complete and detailed bibliography which includes page references to illustrations and to each special aspect of the manufacturing processes.

II. CURRENT PUBLICATIONS RECEIVED DURING THE PAST MONTH

A. GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

ARCHIBALD, RAYMOND CLARE. *The Training of Teachers of Mathematics.*
Department of the Interior, Bureau of Education, Washington, 1918.
Bulletin, 1917, No. 27. Paper. Pp. 289.

¹ MAY LOIS KISSELL. *Yarn and Cloth Making* Pp. xxvii+252; Macmillan Company, 1918.

- DAVIS, SHELDON EMMOR. *The Work of the Teacher.* New York: The Macmillan Co., 1918. Pp. xv+342.
- GOLLOMB, JOSEPH. *That Year at Lincoln High.* New York: Macmillan, 1918. Pp. 290. \$1.35.
- JACKSON, GEORGE L. *The Privilege of Education.* Boston: The Gorham Press, 1918. Pp. 143.
- MATHEWS, SHAILER. *The Spiritual Interpretation of History.* Cambridge: Harvard University Press, 1917. Pp. xiv+219.
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